

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Definition of Speaking

Speaking is one of productive skills which is using by many people to process for building and sharing information each other. Speaking skill is different from other skills in English language because it is one of the abilities to carry out conversation. According to Hardiyanto (2018, p.106), speaking is an important part of learning process in teaching English as foreign language. Meanwhile, Meanwhile, Mc. Gra Kuning D.S (2020, p.78) states that speaking is the ability of people in talking English that using to delivered information with fluently good pronunciation. Alvin Nadzirotunnuha (2017) that mentions speaking as an activity of producing sword by the sound that including speaker and listerner or to communicate between one people to other people. And speaking is one skill that needs more attetion from the students because the students should can good interaction with each other in speaking. Talking about speaking.

Furthermore, speaking is also one of the basic skills in learning a foreign language besides listening, reading, writing. This is learning since the students enter elementary school until university level. However, it is not easy for the students to communicate in english. They think more often when speaking English. According to Nunan (2005), speaking is a language will be facilitated when students is actively engage in attending to communicate. The primary

purpose in learning language is able to communicate with other people by using the language be learners. In other words, learners are expected to be able to express their thinking and feeling.

Harris (2017) states that speaking is a complicate thing to do requiring simultaneous use number different abilities, which include in this required pronunciation, grammar, vocabulary, fluency and comprehension. As that additional information, Brown (2004) states that there are many aspects involves in speaking, they are language users knowledge linguistics rule (usage) and his ability to use this knowledge in a true communication setting.

According to Efrizal (2012), language learners need to recognize that speaking involves three area knowledge mechanics (pronunciation, grammar, and vocabulary). In general, there are some basic things in speaking skill that must be known, which include: 1) Fluency, 2) Vocabulary, 3) Grammar, 4) Pronunciation.

2.1.2 The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are some important aims of speaking (Tarigan, 2008, p.30-36) namely:

a. To inform

To inform means that speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose in this case, the speaker wanted to informed about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value. For example When the teacher told about story to the students.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity. The teacher can to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and can active to join the lesson. The activities need the actions can make the listener interest to perform the action in which speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purposed of speaking is to make some discussions and planning. Discussion activity is to get more believe attention by the students.

2.1.3 The Important of Speaking

The important of speaking ability is not only in daily life, but also takes important roles in the process of language learning. Harmer (2007) states that speaking may be forced upon them but students still say they feel the need to speaking otherwise they would keep silent. Speakers say thing because they want something happens as a result of what they say. They can to want charm their listerner to give some information to express pleasure they can decide to be rude

or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect.

2.1.4 The Aspect of Speaking

In speak, there are some aspect by the learners. It can be used a measurement whether our speech is good or not. Those a are fluency, comprehension, grammar, vocabulary, and pronunciation (Brown, 2008). they are present bellow :

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the ideas.

b. Comprehension

Comprehension is a students competence to comprehend all of speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. this is important that if the speaker can master grammar to organize the word speaker also easily to speaking english well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill it is very important because we can say nothing without vocabulary in of mind. Vocabulary is about choice of word which was used approately base on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Because pronunciation is a skill of speaking with pronunciation to know a good speaking English for language.

2.1.5 Look And Say Method

A. Definition of Look and Say Method

The look and say method teaches students to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Children are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context. Eventually children learn to 'sight read' the word, recognizing it through pattern recognition without any conscious attempt to break the word down into its parts. Over time children build up a larger and larger vocabulary of whole words which they can recognize. (Stephanie, 2009 : 2). Reported by Maulizan (2015) Look and say method is a method of teaching learner to read by memorizing and recognizing whole words.

B. Technique to teaching Look and Say Method

To teach look and say methods in the school, the teacher shows the children the word and says it while pointing to the object. The students must repeat the word. This happens several times with each word. The introduction of the word only takes a short time, and goes quiet quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words. There are a lot of word

recognition games which can be done at this stage. Such as matching words and pictures, pointing to the object on the card, guessing which card. Thus, this method push the students to recognize kind of words and phrases before reading a text. In this studied the researcher chooses matching words or sentences and pictures as the method in look and say. There are many steps to apply in look and say:

1. First step, provide material in the form of text with theme home activities.
2. Second step, provide flash card in the form of sentences and accompanied with picture, then stick it in the blackboard and arrange it randomly.
3. Third step, invite students to read the text accompanied with the meaning.
4. The next step, students into three groups and one member of every group to come in front of the class. Then the teacher read the text in randomly and the students must be looking which sentence that the teacher read. After that the students must be repeat the sentences with correct pronunciation and match the sentence with the picture.
5. The last step, students answer one question correctly based on the text. When the students can read the sentence correctly and answer the question, they will get a point. Look and say is not the only method used to teach speaking in a foreign language. Beginners can also be taught by a teacher reading sentence by sentence from a carefully selected passage, explained it was meanings wherever necessary.

2.1.6 The Strengths and the weakness of look and say method

A. The Advantages of Look and Say Method:

1. Ultimately all children need to be able to recognize whole words to become fluent readers, even those taught initially by phonics-based methods. Whole word recognition is used by literate adults to read all familiar words.
2. A child can learn to recognize any word using the look and say method. In contrast, numerous words in the English language are not phonetically regular and cannot be learned using a solely phonetic approach. These, tricky words are often also high frequency words which children encounter regularly when reading and writing.
3. This teaching method is easy for the parent as it is based on words rather than individual sounds. It can also be more interesting for the child than learning sounds and their blends, as required in phonics-based method.

4. Children are taught with the look and say method initially show higher reading levels than children learning phonics, because they learning to automatically recognize a small selection of words. However, later tests demonstrate that the look and say method performs less well when children start to learn longer and more complex word.

B. The Disadvantages of Look and Say Method

1. It is estimates that the human memory can not memorise more than around 2,000 abstract symbols. The number of words that are in everyday use is about 50,000. Therefore memorising whole words as abstract symbols, as is the case with the look and say method, will eventually fail. When this occurs it can be harder to 're-train' the child in a different reading methodology.

2.1.7 Flash Card of Picture

There are many definitions of flashcards. According to Suyanto (2007: 109) in Inayah (2009: 29), flashcards are cards have big size. Usually, it uses paper relatively thick stiff, and the size is A4. It contains pictures and words. It is classified based on kind and class such as the flashcards of food, fruits, vegetable, household, transportation, profession, and clothes. Usually the teacher holds and moves some flashcards is in a pile of flashcards to the front side. The movement of cards quickly, maybe it is the reason, why does it called by flashcard.

According to Harmer (2002: 134), Flashcards are smallish cards that we can hold up for our students to see. According to Sarah Phillips (2001: 69), Flashcards are picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function.

Based on the definition above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teachers and students that help learn and memorize new words. Besides it, a flashcard is one of the visual aids used to make the students more interested and enjoy the teaching learning process and improve students' understanding of the material given by the teacher.

2.2 Previous Studies

1. The use of Look and Say method to Improve Students Reading Skill At The Eight Grade, NILAM CAHYA 2020. The Use of Look Say Method to Improve Students Reading Skill at the Eighth Grade in SMP Somba Opu. Thesis. English Education Department Faculty of Teacher and Training Muhammadiyah University of Makassar. Umami Khaerati Syam and Eka Prabawati Rum. This research aimed at whether or not the use of look say method effective to improve the eighth grade students reading skill. This research was conducted at SMP Somba Opu. This research aimed at whether or not the use of look say method effective to improve the eighth grade students reading skill. This research was conducted at SMP Somba Opu. The method of this research was pre experimental. The subject of this research were 25 students at the eighth grade of SMP Somba Opu and this research used random sampling technique to choose the subject. The instruments were the multiple choices test and short answer question test. The objective of the research was intended to find out whether or not the look say method effective to improve students' reading skill at eighth grade in SMP Somba Opu. The result of the analysis showed that the mean score of the pre-test was 41,2. Where, none of the students passed "Excellent", "Very

good”, and “Good” criteria scores. Besides, the mean score of the post-test was 72,4. Where 11 students passed the “Good” criteria score it was 44%. It indicated that the implementation of Look Say Method can improve the students’ reading skill. It’s strengthened by the result of observation that showed that most of the students in the teaching learning process were active and enthusiastic in joining the lesson. They were active in discussing and understanding of the text.

2. The Effectiveness of Look-Say Method in teaching Reading Comprehension to the eighth Grade Students of SMP Muhammadiyah 6 Palembang, KIKI ZAKIYAH NURHAYATI 2021, This thesis is entitled “The Effectiveness of Look-Say Method in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.” The limitation of the problem was focused on teaching reading comprehension of recount text by using look-say method to the eighth grade students of SMP Muhammadiyah 6 Palembang. The objective of the research was to find out whether or not it is effective to use look-say method in teaching reading comprehension to the eighth grade students of SMP Muhammadiyah 6 Palembang.
3. The Effectiveness of Look-Say Method in Teaching Reading Comprehension for Seventh Grade Students of SMPN 1 Keruak Lombok Timur in Academic year 2019/2020, Endriani 2020. The purpose of this research is to investigate the use of Look- Say method in teaching reading comprehension is effective or not for the seventh grade students of SMPN 1 Keruak Lombok Timur in academic year 2019/2020. The population of this study was the first grade of SMPN 1 Keruak. With the total number of 256 students by using cluster sampling. The sample of this study

were two classes, they were class VII A consist of 32 as an Experimental class and VII B consist of 32 as a Control class. To analyze the data the writer used SPSS 22.00. Based on the result of this study, the mean score of the students in experimental group before giving treatment was 28.91. After giving the students treatment by using look-say method it has improved with the total score 42.97. Then, the students who were not taught using look-say method in the control class got the pre-test score 23.13 and post-test score 33.13. Mean score of the post-test from experimental class was higher than the mean score of the control class. This implies that H_a was accepted and H_0 was rejected. Therefore, the writer concludes that the use of look-say method is effective in teaching reading at the first grade students of SMPN 1 Keruak.

4. Improving the students' Vocabulary Mastery Through Look and Say Method At the eight grade of Smp Negeri 1 Pare-Pare, TITIAN EKA SARI 2020. This research was aimed to see the improvement of Vocabulary Mastery Students before and after learning process Look and Say Method. The results of the research are useful for the teacher and students. The teacher should aware that is important to supplied before the teaching amake the students more active in learning process. This researcher was conducted at SMP Negeri 1 parepare, the population of the research were the students of VIII-8 class which is consisted 32 students. The sample was taken by using classroom random sampling. In this research, the researcher used a pre-expremerimental design pre-test and post-test, which is the effect of treatment is judges by the differences between the pre-test and post test score. The researcher found that Look and Say Method is able to improve the vocabulary mastery. The

students' vocabulary mastery was improved significantly by looking at pre-test means score were 53.8. by the end of the study the result of Look and Say Method to improved students' vocabulary mastery enhance after giving treatment. The mean score 78.5. the impact through Look and Say Method seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

5. Improving students' Reading Comprehension of Descriptive Text Through " Look-Say Method, WINNI TITIS RAHMAWATI 2019. This is research aimed to describe the classroom condition before being taught by using look and say method , to identify whether there is significant difference of the reading skill of the students before and after being taught by using look-say method. to gain the objectives, the writer did a quasi experimental research. The subjects of this research were the students in class VII A and VII D of SMP N 28 Semarang. VII A was the the experimental group and VII D was the control group. In this research, the writer gave the students pre-test, treatments, and post test.
6. The Effectiveness of the Look and Say Method in teaching Reading Ability in Zuhra Elementary School Pekanbaru, GINA NABILLA (2021). This research was conducted based on a preliminary study on fourth grade students of Az Zuhra Pekanbaru elementary school which showed problems in students' reading skills with pronunciation and spelling of words. Because the teacher never gave corrections to students one by one. Researchers used the Look And Say Method to help students in reading skills. The purpose of this study was to determine the students' reading ability before and after being taught using the Look And Say Method and to test whether

there was a significant effect between the experimental in the form of pre-test and post test with a qualitative approach. This research was conducted on March 24, 2021 at Az Zuhra Elementary School Pekanbaru. The population of this research in the fourth grade students of Az Zuhra Pekanbaru elementary school which consists of 5 classes. by using Cluster Sampling, 29 fourth grade students, umm habibah, were selected from a population of 143 students. Researchers collected data using a reading test to determine students' reading ability. Data analysis was carried out by non-parametric test. However, the data were interpreted using wilcoxon in the SPSS version 25 program. The results of the analysis showed that the average score of students after being taught using the Look And Say Method, and the sig value (2-tailed) of 0.009 can be said to be $0.009 < 0.05$. it means that the null hypothesis (H_0) is rejected while (H_a) is accepted. In conclusion, there is a significant difference in the use of the Look And Say Method on the reading ability of students at Az Zuhra elementary.

7. The Use Of Look-Say Method To Improve The Student's Reading Comprehension (A Class Room Action Research at the Seventh Grade of Students' SMP Negeri Satap 5 Baraka, Enrekang), ASRI KUNNU 2015, This research aimed at finding out the improvement of the students' reading comprehension in speaking through Look-Say Method at the Seventh Grade of Students' SMP Negeri Satap 5 Baraka, Enrekang. The method of this research was a Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. The instrument of the research was observation and reading test indicated that the students have high score in speaking achievement. The subject of

this research was the Seventh grade of Students' SMP Negeri Satap 5 Baraka, Enrekang academic years 2014-2015 by Look-Say Method. It consisted of 20 students. The findings of this research indicated that the improvement of the students' in reading comprehension through Look-Say Method and the students' participation in teaching and learning process. The means scores of speaking skill in diagnostic test was 43.70 become 56.44 in first cycle, and after revision in the second cycle the mean score in the second cycle was 82.41. The improvement of students' ability to read viewed from fluently and accuracy through Look-Say Method was presenting descriptive paragraph material at the Seventh grade of Students' SMP Negeri Satap 5 Baraka, Enrekang, improves the students' ability signifincatly.

8. The Use Of Look And Say Method To Improve Students' Vocabulary At The Eight Grade Students Of SMPN 3 BONTONOMPO (A Pre-Experimental Research) WARDIATUN MILA 2019. The Use of Look and Say Method to Improve Students "Vocabulary at the Eighth Grade students of SMPN 3 Bontonompo (A Pre-Experimental Research). A thesis of English Department, The Faculty of Teacher Training and Education Muhammadiyah Univesity of Makassar. Supervised by Ummi Khaerati Syam and Muh. Astrianto Setiadi. This research aimed at finding out whether or not the use of Look and Say Method improve the students" vocabulary in terms of noun and verb. Pre-experimental method was applied in this research with one class pre-test and post-test. The instrument of this research was vocabulary test. The population of this research was the eighth grade of SMPN 3 Bontonompo, academic year 2018/2019. The sample was class VIII 1 which consisted of 30 students selected by using purposive sampling. The research variable were Look and

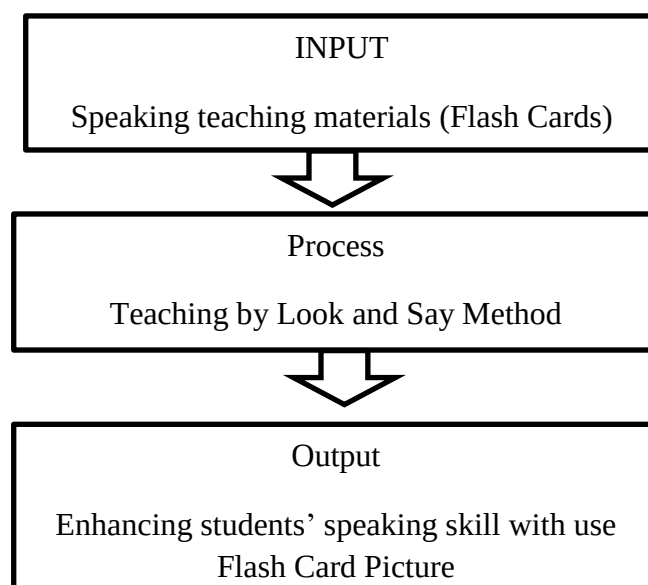
Say Method as independent variable and the students' vocabulary achievement as a dependent variable. The findings indicated that the Look and Say Method improve the students' vocabulary achievement. It was proved by the mean score of pretest was 67, 73% categorized as fairly score than improved to be 80, 26% categorized as good score in post test. The result of t-test was 8.24 and t-table was 2.045. It means that Look and Say Method improve the students' vocabulary.

9. Improving Reading Skill Through Look And Say Method Universitas Muslim Maros, SITI AISYAH 2019, This Research aimed to find the students' reading skill achievement after teaching them through look and say method. The questions posed in this research are "how is the first-year students' ability of SMAN 1 Tanralili Maros in reading English?" and "How is the improvement of the students' reading skill through look and say method?". The method applied in this study was pre-experimental which applied pre-test and post-test. The population of this research was the first-year students of SMAN 1 Tanralili Maros. The writer applied the purposive sampling technique, so the number of the sample was 30 students. The research of data analysis indicated that there some a significant increase in the students' achievement in reading skill after teaching them through look and say method. It was proved by the result of the statistical analysis of the level significant 0,05 with the degree of freedom ($df = n-1 = 29$) indicated that t-test value was 10,57. While t-table was 2,120 where $10,57 > 2,045$. Based on the fact the writer concluded that the reading skill of the first-year students of SMAN 1 Tanralili Maros that had got treatment by teaching them through look and say was significantly different before they got treatment.

From those previous studies, there were differences and similarities with researcher's study. The differences were from previous studies used the through games, role play method, while the researcher used Look and Say method. Previous studies were conducted at the Senior High School and Junior High School levels but at 11 grade for Senior High School and at 8 grade for Junior High School while the researcher had been conducting the research in the junior High School at 7 grade levels. Next, previous studies used descriptive text meanwhile the researcher used Flash Card Of Picture. Further the similarities were used the same research method, Classroom Action Research Method And Look And Say Method.

2.3 Conceptual Frameworks

The theoretical framework of this research is presented by the following diagram :



From figure above, speaking is how the way humans communicate with other. By speaking, people can convey information about something or express themselves. There were many techniques in enhancing speaking skill but if the teachers did not use the suitable

method, strategy or approach, students could not understand easily. The success of teaching speaking was influenced by the technique used in teaching and learning process. It meant that the teachers should choose and select appropriate teaching method. So in this case, to answer the problems, the researcher thought that teaching speaking skill by using look and say method through Flash Card Picture helped the students comprehend the material.